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ABSTRACT

This document contains two case studies, one by J. K. Ansere, concerning the modular program of distance education to prepare teachers in Ghana and the other, by E.A. Mensah, reporting on a research experiment that compared teaching methods used to teach the course of study at a Ghanaian worker's college. The modular program described by Ansere is designed to increase the teaching skills of the approximately 40,000 teachers who have not progressed beyond middle school. Written instructional modules, each of which supports three class-hours of face-to-face instruction plus at least one-hour of individualized study, are used. The modules are designed to cover the same content as conventional teacher training programs. The research project reported by Mensah compared the conventional approach used to teach the General Certificate of Education Ordinary Level Course (GCE OL) with the approach used to teach identical content in the General Certificate of Education Ordinary Level Integrated Course (GCEI OL). The nonequivalent control group design was used. The 81 students in the GCE OL were the control group and were taught by face-to-face instruction with occasional written work. The treatment group was made up of the 159 students in the GCEI OL, which was taught with self-contained distance education, course notes, face-to-face teaching, and written assignments and self-tests for each lesson. Students who were in the GCEI OL performed significantly better on their final examinations. (A seven-item reference list concludes the case study.) In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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WORLD PERSPECTIVE CASE DESCRIPTIONS
ON EDUCATIONAL PROGRAMS FOR ADULTS:
GHANA

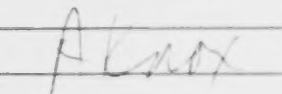
AUGUST 1989

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WORLD PERSPECTIVE CASE DESCRIPTIONS OF
EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina	23 - Israel
2 - Australia	24 - Italy
4 - Cameroon	25 - Japan
5 - Canada	26 - Korea, Demo. People's Republic
6 - China	29 - Netherlands
7 - Chile	30 - Nigeria
9 - Czechoslovakia	31 - Norway
13 - Finland	33 - Portugal
15 - Germany, Federal Republic	34 - Saudi Arabia
16 - Ghana	35 - St. Lucia
17 - Greece	36 - Sweden
19 - Hong Kong	37 - Switzerland
20 - Hungary	38 - Tanzania
21 - India	40 - United Kingdom
22 - Ireland	41 - United States
23 - Israel	42 - Union of Soviet Socialist Republics
24 - Italy	45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

- A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.
- B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.
- C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.
- D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).
- E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).
- F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

- G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.
- H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.
- I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.
- J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.
- K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.
- L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.
- M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

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CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Icton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Flegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

<u>CODE / PAGE NO.</u>	<u>COUNTRY</u>	<u>CATEGORY</u>	<u>TITLE</u>	<u>AUTHOR</u>
<u>2Q/1-10</u>	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
<u>2R/1-11</u>		Professional, Other	Refresher Ed. for Company Directors	John Brady
<u>2S/1-12</u>		Professional, Other, Family Citizen	Social Developer's Network	Ned Icton
<u>2T/1-6</u>		Professional, Other	Welcare Program	J. A. McDonell
<u>2U/1-5</u>		Professional, Tech.	CPE for Veterinarians	D. Bryden
<u>2V/1-17</u>		Professional, Tech.	Country Pediatric Program	Hank Duyverman
<u>2W/1-27</u>		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
<u>2X/1-11</u>		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
<u>*2Y/1-2</u>		Literacy	Adult Migrant Education	William McGrath
<u>*2Z/1-11</u>		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
<u>4A/1-11</u>	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
<u>4B/1-18</u>		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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<u>5A/1-10</u>	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
<u>5B/1-16</u>		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A. Gaskin
<u>5C/1-11</u>		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
<u>5D/1-8</u>		Higher	Distance Ed. at U. Victoria	Margaret Haughey
<u>5E/1-20</u>		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
<u>5F/1-10</u>		Literacy	East End Literacy	Elaine Gaber-Katz
<u>5G/1-45</u>		Literacy	Learner-Centred Social Services Model of ABE	Patricia A. Rundle
<u>5H/1-22</u>		Other	Residential AE in Canada	Wenda Abel
<u>5J/1-16</u>		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
<u>5K/1-18</u>		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
<u>*5L/1-13</u>		Literacy	International: Literacy and Development	James A. Draper
<u>*7A/1-29</u>	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
<u>*7B/1-12</u>		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
<u>6A/1-18</u>	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
<u>6B/1-25</u>		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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<u>*6C/1-6</u>	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
<u>*6D/1-8</u>		Higher	A University Without Campus	Lin Jun
<u>*6E/1-9</u>		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
<u>*6F/1-40</u>		Overview	Postsecondary Education in China	Dong Mingchuan
<u>*9A/1-34</u>	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
<u>*9B/1-12</u>		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
<u>13A/1-17</u>	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
<u>13B/1-4</u>		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
<u>13C/1-6</u>		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
<u>13D/1-10</u>		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>13E/1-6</u>		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
<u>13F/1-10</u>		Workers	School for Teaching ADP	Markku Suortamo
<u>13G/1-4</u>		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
<u>13H/1-5</u>		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkinen Veikko Teikari Matti Vartiainen

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<u>15A/1-11</u>	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
<u>15B/1-11</u>		Citizen	State Center for Political Ed.	Siegfried Schiele
<u>15C/1-19</u>		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
<u>15D/1-18</u>		Health Family Personal	Adult Ed. Center	Gabriele Werner
<u>15E/1-14</u>		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
<u>15F/1-15</u>		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
<u>15G/1-13</u>		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
<u>15H/1-17</u>		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
<u>15J/1-17</u>		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
<u>15K/1-11</u>		Secondary	Evening High School	H. Taigel

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<u>15L/1-11</u>	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
<u>15M/1-15</u>		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
<u>15N/1-17</u>		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
<u>*15P/1-11</u>		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
<u>16A/1-9</u>	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>16B/1-33</u>		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
<u>*17A/1-18</u>	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
<u>19A/1-6</u>	HONG KONG	Literacy	Literacy Program	Grace Mak
<u>*20A/1-19</u>	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
<u>*20B/1-33</u>		Workers	Realities of Our Time	Matyas Durko
<u>21A/1-33</u>	INDIA	Literacy	Literacy Program	R. Jayagopal
<u>21B/1-4</u>		Literacy	Punjab Association	R. Jayagopal

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<u>*21D/1-4</u>		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22A/1-14</u>	IRELAND	Agriculture	Certification in Farming	Michael Hassett
<u>22B/1-10</u>		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
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<u>22D/1-16</u>		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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<u>22F/1-10</u>		Professional, Other	Extra-mural Studies	Mary Kett
<u>22G/1-13</u>		Other	Maynooth Adult Daytime Education	(MADE)
<u>22H/1-13</u>		Other	Extra-mural Diplo. Course in Religious Studies	Sr. Benedict Rouine
<u>22J/1-10</u>		Higher Personal Other	Irish Language TV Program	John MacMahon
<u>22K/1-11</u>		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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<u>22N/1-14</u>		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
<u>22P/1-11</u>		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>22Q/1-12</u>		Workers	Diploma in Manag. & Industrial Relations	John Ryan
<u>23A/1-14</u>	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>*23B/1-6</u>		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
<u>24A/1-11</u>	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
<u>24B/1-10</u>		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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<u>24E/1-10</u>	ITALY	Other	Adult Education in Bologna	Mario Ricci
<u>24F/1-18</u>		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
<u>24G/1-11</u>		Personal	Provincial Administration of Modena	Vanna Tori
<u>24H/1-6</u>		Personal	University of the Third Age-Orvieto	Lucio del Corno
<u>*24J/1-6</u>		Personal Citizen	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>25A/1-32</u>	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
<u>*25B/1-13</u>		Leisure	Citizen's Learning Network	Miwa Toko
<u>*25C/1-20</u>		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
<u>26A/1-12</u>	KOREA, DPR	Overview Workers	Overview	Nam Jin U
<u>29A/1-17</u>	NETHERLANDS	Literacy	Open School	Maatje Balde
<u>29B/1-17</u>		Literacy	Study House for Adults	Emmy Wilson
<u>29C/1-18</u>		Literacy	Dutch as a Foreign Language	Emmy Wilson
<u>29D/1-20</u>		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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<u>29E/1-17</u>	NETHERLANDS	Other	Television Academy	Anja Dircken
<u>29F/1-20</u>		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>		Professional, Other	In-service Occupational Training	R. Zuidhoff
<u>29H/1-16</u>		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
<u>29J/1-16</u>		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
<u>29K/1-19</u>		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
<u>29L/1-19</u>		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
<u>29M/1-13</u>		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>		Professional, Tech.	Practical Neurology	I. W. Dresscher
<u>29P/1-23</u>		Professional, Tech.	Medical Specialists	Bea Oosting
<u>29Q/1-8</u>		Workers	Occupational Retraining in Office Skills	Maatje Balde
<u>*29R/1-28</u>		Literacy	Language School for Refugees	E. Stark
<u>*29S/1-17</u>		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen- van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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<u>36A/1-8</u>	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
<u>36B/1-21</u>		Higher	Distance Education at the Univ. Level	Birgitta Willen
<u>36C/1-10</u>		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
<u>36D/1-13</u>		Workers	Corporate Classrooms	Kenneth Abrahamsson
<u>36E/1-9</u>		Workers	Labor Market Training in Sweden	Per Olof Thang
<u>*36F/1-9</u>		Citizen	Popular Education in Sweden	Lars Arvidsson
<u>*37A/1-8</u>	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
<u>38A/1-25</u>	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
<u>*40A/1-42</u>	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
<u>41A/1-7</u>	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
<u>41A/8-30</u>		Agriculture	Coop. Ext. Service (National)	William M. Rivera
<u>41B/1-16</u>		Citizen	Natl. Issues Forum	Alan B. Knox
<u>41C/1-21</u>		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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<u>41E/1-15</u>		Higher	Indiana U. Independent Study by Correspondence	Frank R. DiSilvestro
<u>41F/1-25</u>		Literacy	Adult Basic Education	Alan B. Knox
<u>41G/1-13</u>		Health	Alcoholics Anonymous	Alan B. Knox
<u>41H/1-28</u>		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
<u>41J/1-11</u>		Workers	Credit Union Staff Development	Alan B. Knox
* <u>41K/1-11</u>		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
* <u>41M/1-11</u>		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
* <u>41N/1-7</u>		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
<u>42A/1-17</u>	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
<u>42B/1-9</u>		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
<u>45A/1-16</u>	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
<u>45B/1-15</u>		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
<u>45C/1-13</u>		Family Health	Nutrition Education	Mara Rupena Osolnik

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<u>45E/1-27</u>		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
<u>45F/1-10</u>		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
<u>45G/1-29</u>		Workers	Dev. of Training in Sava, Kranj	Ema Pec
<u>*45H/1-19</u>		Workers	Self Management at Worker's Universities	Milka Oljaca

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<u>4A/1-11</u>	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
<u>4B/1-18</u>	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
<u>*7A/1-29</u>	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
<u>*7B/1-12</u>	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
<u>15A/1-11</u>	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
<u>22A/1-14</u>	Agriculture	IRELAND	Certification in Farming	Michael Hassett
<u>*33A/1-35</u>	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
<u>*33B/1-27</u>	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
<u>*35A/1-28</u>	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
<u>38A/1-25</u>	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
<u>41A/1-7</u>	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
<u>41A/8-30</u>	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
<u>45A/1-16</u>	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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<u>2B/1-10</u>	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness- Roddam
<u>20/1-10</u>	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
<u>5A/1-10</u>	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
<u>5B/1-16</u>	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
<u>15B/1-11</u>	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22B/1-10</u>	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
<u>24B/1-10</u>	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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<u>24A/1-11</u>	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
<u>*24J/1-6</u>	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>25A/1-32</u>	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
<u>41B/1-16</u>	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
<u>41C/1-21</u>	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
<u>23A/1-14</u>	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>*36F/1-9</u>	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
<u>*1B/1-7</u>	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
<u>2C/1-11</u>	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
<u>2D/1-16</u>	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
<u>2F/1-9</u>	Disadvantaged	AUSTRALIA	UNELearn Group Discuss. Correspond. Programme	Ned Icton
<u>2G/1-15</u>	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
<u>2H/1-37</u>	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
<u>2E/1-12</u>	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
<u>15E/1-14</u>	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
<u>29D/1-20</u>	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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<u>2J/1-12</u>	Family	AUSTRALIA	Marriage Enrichment	David Kerr
<u>2S/1-12</u>	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>15A/1-11</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>15C/1-19</u>	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22C/1-16</u>	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
<u>22D/1-16</u>	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
<u>23A/1-14</u>	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
<u>2K/1-22</u>	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
<u>5C/1-11</u>	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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<u>15C/1-19</u>	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
<u>15D/1-18</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>*21D/1-4</u>	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
<u>22E/1-13</u>	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>22P/1-11</u>	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
<u>*30D/1-24</u>	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
<u>*40A/1-42</u>	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
<u>41G/1-13</u>	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
<u>45C/1-13</u>	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
<u>2L/1-9</u>	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
<u>5D/1-8</u>	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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<u>*6D/1-8</u>	Higher	CHINA	A University Without Campus	Lin Jun
<u>15H/1-17</u>	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmooch
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tübingen	Rainer Funke
<u>22J/1-10</u>	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
<u>*25C/1-20</u>	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
<u>*30B/1-43</u>	Higher	NIGERIA	Correspondence Education	J. T. Okedara
<u>*30C/1-31</u>	Higher	NIGERIA	Remedial Education	J. T. Okedara
<u>31A/1-15</u>	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
<u>36B/1-21</u>	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
<u>41E/1-15</u>	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R. DiSilvestro
<u>2N/1-9</u>	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Flegel
<u>2M/1-15</u>	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A. Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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<u>34A/1-19</u>	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
<u>36A/1-8</u>	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
<u>41F/1-25</u>	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
<u>*41K/1-11</u>	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
<u>*41M/1-11</u>	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
<u>45D/1-11</u>	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
<u>45E/1-27</u>	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
<u>45F/1-10</u>	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
<u>2R/1-11</u>	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
<u>2T/1-6</u>	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
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<u>5H/1-22</u>	Other	CANADA	Residential AE in Canada	Menda Abel
<u>*9B/1-12</u>	Other	CZECHOSLOVAKIA	House of Culture and Its Function in Adult Education	Pavel Hartl

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<u>13B/1-4</u>	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
<u>13C/1-6</u>	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
<u>13D/1-10</u>	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>316A/1-9</u>	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>*17A/1-18</u>	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
<u>22G/1-13</u>	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
<u>22D/1-16</u>	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
<u>22F/1-10</u>	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
<u>22H/1-13</u>	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr. Benedict Rouine
<u>22K/1-11</u>	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
<u>22L/1-24</u>	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
<u>22M/1-16</u>	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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<u>24B/1-10</u>	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24D/1-11</u>	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
<u>24E/1-10</u>	Other	ITALY	Adult Education in Bologna	Mario Ricci
<u>29E/1-17</u>	Other	NETHERLANDS	Television Academy	Anja Dircken
<u>29F/1-20</u>	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
<u>29G/1-10</u>	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
<u>*30E/1-28</u>	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
<u>31A/1-15</u>	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
<u>42A/1-17</u>	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
<u>45B/1-15</u>	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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<u>6A/1-18</u>	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
<u>6B/1-25</u>	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
<u>*6C/1-6</u>	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
<u>*6F/1-40</u>	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
<u>*9A/1-34</u>	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
<u>26A/1-12</u>	Overview Workers	KOREA, DPR	Overview	Nam Jin U
<u>24F/1-18</u>	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
<u>36C/1-10</u>	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
<u>20/1-10</u>	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
<u>*22/1-11</u>	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell

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<u>15D/1-18</u>	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
<u>15E/1-14</u>	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
<u>15H/1-17</u>	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>*15P/1-11</u>	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
<u>*20A/1-19</u>	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
<u>22J/1-10</u>	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
<u>*24J/1-6</u>	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
<u>24C/1-11</u>	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
<u>24G/1-11</u>	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
<u>24H/1-6</u>	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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<u>*29S/1-17</u>	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
<u>*29T/1-18</u>	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen- van Waard
<u>2R/1-11</u>	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
<u>2T/1-6</u>	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
<u>2S/1-12</u>	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Icton
<u>13D/1-10</u>	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
<u>15H/1-17</u>	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
<u>15J/1-17</u>	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tübingen	Rainer Funke
<u>16A/1-9</u>	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
<u>22B/1-10</u>	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

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<u>29M/1-13</u>	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
<u>29N/1-9</u>	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

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Nation GHANA

2. Check whether this case is based on

(☒) an actual program

() a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

MULTI-MEDIA APPROACH TO EFFECTIVE TEACHING - WORKERS' COLLEGE

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

WORKERS COLLEGE

6. Basic characteristics of service area

- A. _____ geographic size (such as square miles or kilometers)
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- C. _____ urban/rural (density of population)
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7. Year(s) covered by the case description 1981-84

A MULTI-MEDIA APPROACH TO EFFECTIVE TEACHING -
AN EVALUATION REPORT ON THE GCE(OL) INTEGRATED COURSE
AT THE ACCRA WORKERS' COLLEGE

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I. INTRODUCTION

The Background

This Evaluation Report is concerned with the General Certificate of Education Ordinary Level (GCE OL) Course organized by the Accra Workers' College. The College serves as the downtown centre of the Institute of Adult Education, University of Ghana in the City of Accra as well as the Regional Office for university-based adult education programmes in the Greater Accra Region. Apart from the GCE Course which is organized at both Ordinary and Advanced Levels, the College's programmes include Degree Courses of the University of Ghana, Professional Courses mainly in Accounting and Banking, Access Courses for prospective "Mature" Students of the University of Ghana, and Training Courses for Supervisors, Superintendents and Senior Management personnel in industry and voluntary organizations.

The Accra Workers' College started the organization of what is now known as the GCE(OL) Integrated Course during the 1980/81 academic session. The programme is so called because it combines two main teaching methods, namely, study by distance education course notes and face to face meetings. Great emphasis is also placed on written assignments. The course notes are supposed to be so comprehensive students are expected to rely upon them almost entirely for their studies. The College nevertheless encourages students to read from other sources.

The rationale behind the introduction of this course was rooted in two main areas of concern. First, there was a need to find a more effective and efficient teaching method for the GCE course which started to dominate the Institute's programmes when Workers'

Colleges were established throughout the country in 1962. And second, the course was designed to enhance the Institute's pioneering and leadership roles in the field by a search for new instructional methods and techniques that would facilitate the learning process by maximizing the use of available resources.

The Workers' Colleges of the Institute of Adult Education appeared to be ill-prepared for the GCE course when it was introduced in 1962. Such unpreparedness led to a heavy reliance on part-time tutors who specialized in secondary school education but who were not integrated into the course and curriculum policy of the Institute (Neilson et al, 1970).

The introduction of the new course symbolized a marked departure from previous course offerings. The British adult education tradition of liberal studies was, until 1962, the dominant feature of the Institute's programmes. But to most of the programme's participants these courses augmented their private preparations for public examinations of one kind or another. It would therefore appear that the new courses which were introduced in response to a Presidential fiat merely confirmed a trend which had been building up over the years. This seems to explain the enthusiasm with which the new courses were supported by previous programme participants and a new breed of students mainly young adults.

The new courses were also supported for vocational reasons. Most of the students registered to enable them claim an increase in salary. For example, teachers who passed a certain number of GCE subjects were given incremental credits and this proved a strong motivating factor. Another dimension of the vocational factor concerned those workers with very poor qualifications and who felt

that their chances of promotion in their jobs were threatened.

For this category of workers too, the GCE course offered greater job security.

Many students also registered to improve upon grades obtained at previous examinations. In short, the new course provided opportunities for individuals who had to interrupt their formal education for one reason or another to continue with their further education.

Apart from the unpreparedness of the Institute's staff for the new programme, some other factors appeared to have conspired to prevent successful programming. For example, an examinable course such as the GCE had precise needs for textbooks without which it could not be pursued satisfactorily. The books were, however, either not available or very expensive when they could be obtained. Moreover, in the nature of evening classes for workers there is a limit to the number of hours face to face meetings could be organized in particular subjects. It therefore became necessary to find some other means of maximizing student-tutor contact at class meetings.

A Multi-media approach

The GCE(OL) Integrated Course was introduced to accommodate some of the problems posed for the Institute of Adult Education by the challenges experienced with the organization of the course in the conventional mode.

The new course is based upon one of the variations of the group study method using distance education methods, namely, the Directed Group Study. Group study was built into the programme to benefit from the unique advantages of group learning such as discussion, and motivation from pressures, interests and activities of others. The entire course is under the direction of an instructor who meets the group at stipulated times. All members of the group participate and prepare individual assignments since the course is examinable and qualificatory.

The advantages of this teaching method are the same as those associated with distance education generally. The programme is individualized by the interaction between tutor and student through written assignments and subsequent face to face meetings. The programme could therefore be adjusted to suit levels of ability and different backgrounds. Students are able to study at any hour and place. And in the Ghanaian context, the self-contained and comprehensive reading material provided is able to accommodate the non-availability of books and prohibitive prices. No other educational procedure has yet been devised with such flexibility and versatility.

The purpose and design of the evaluation

Two main groups were used for the evaluation. The experimental group was made up of 159 students enrolled in the First Year GCE(OL) integrated course at the Accra Workers' College. The treatment comprised study through self-contained distance education course notes supplied by the Institute of Adult Education, face to face teaching and an emphasis on written assignments and self-tests for each lesson. This group was scheduled to write the GCE(OL) Final Examination in June, 1983.

The control group also comprised 81 students enrolled in the First Year GCE(OL) course at the Sekondi-Takoradi Workers' College. The treatment consisted of study by face to face teaching with occasional written work. The group was regarded as a non-equivalent (non-randomized) control group because the characteristics of its members were similar to that of the experimental group at the Accra Workers' College. This group was also scheduled to write the GCE(OL) Final Examination in 1984.

The evaluation design was as follows:

X	O	O	O	O
E	1	2	3	4
X	O	O	O	O
C	1	2	3	4

where X is treatment
 E experimental group
 C control group
 O observations or tests made at the end of each academic year with effect from the 1980/81 academic session
 1-3 series of tests made for years 1, 2 and 3, namely, 1980/81, 1981/82 and 1982/83
 4 final observation, test or GCE Examination in June 1983 and 1984 respectively

The lack of resources made it impossible to carry out the observations or tests in 1981/82 and 1982/83.

Course Profile

Members of both the experimental and control groups were offered tuition in English Language, Modern Mathematics, Economics and Principles of Accounts. The course format for the control group was fashioned on the conventional mode.

The combination of distance education course notes and face to face meetings for the experimental group however needed a different format. Course notes for each subject were distributed to students on particular days. Students were required to read the notes and then answer the questions in a Self-Test at the end of each lesson. The exercise was designed to test the student's understanding of the material presented. Each lesson also had a written assignment which students were expected to attempt and return to the College for marking and grading. Again, the questions in the written assignments were designed to give the student a further opportunity to find out how much he had learnt, and to practise the presentation of clear and

logical answers. Each course comprised a number of lessons as follows:

<u>Subject</u>	<u>No. of Lessons</u>
English Language ...	40
Modern Mathematics ...	40
Economics ...	20
Principles of Accounts	20

Each lesson in the course was in turn handled in a six-stage cycle of events as follows:

- (1) Collection of lesson by student
- (2) Introduction of lesson at a face to face meeting
- (3) Return of written assignment by student
- (4) Collection of written assignment by tutor
- (5) Return of written assignment submitted by students
- (6) Review of marked written assignment at a face to face meeting

After the second face to face meeting, the cycle was re-activated for the next lesson until the course was completed. A calendar was supplied to indicate the course of events for each subject.

The following Tables I and II provide some general information about the members of both experimental and control groups. Course participants were mainly male with both groups registering over 90% in this category in each case. The drop-out rate was also much higher with the control group. And these factors affected the number of students presented at the GCE(OL) Examination by Accra in 1983 and by Sekondi-Takoradi in 1984.

TABLE I
COURSE PROFILE OF EXPERIMENTAL GROUP

	<u>Male</u>		<u>Female</u>	
	<u>(N=144)</u>		<u>(N=15)</u>	
	No.	%	No.	%
No. Enrolled for Course (159) ...	144	90.57	15	9.55
No. Registered for Examination ...	37	25.70	2	13.33
No Participated in Final Examination	33	22.92	2	13.33
No. Dropped Out ...	107	74.30	13	86.67

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TABLE II
COURSE PROFILE OF CONTROL GROUP

	Male (N=74)		Female (N=7)	
	No.	%	No.	%
No. Enrolled for Course (81) ...	74	91.36	7	8.64
No. Registered for Examination ...	6	8.11	1	14.29
No. Participated in Final Examination	5	6.76	1	14.29
No. Dropped Out ...	68	91.90	6	85.71

INTERIM EVALUATION - 1981

At the end of the 1980/81 academic session the programme was evaluated to determine whether or not it was on course. The study embraced student effectiveness, an end of year examination and attitudes of course participants to programme implementation. These variables are now discussed as follows.

Effective students

Two main variables were used to determine student effectiveness, namely, attendance at face to face meetings and written work. The Institute's traditional standard of effectiveness (the accomplishment of two-thirds of any learning activity) was used. Table III provides an analysis of the performance of both experimental and control groups on the two variables.

There was some disparity between the number of written assignments and face to face meetings organized for the two groups. On the one hand, the Accra group wrote ten assignments in each subject as against four in English Language by the Sekondi-Takoradi group. There was also some evidence of written work by the control group in Modern Mathematics

TABLE III
ANALYSIS OF FACE TO FACE MEETINGS AND WRITTEN ASSIGNMENTS
ORGANIZED FOR EXPERIMENTAL AND CONTROL GROUPS

Subject	Experimental			Control			Non-		
	Meet-ings/ Assi-gnments	Effec-tive Students	Non-Effec-tive Students	Meet-ings/ Assi-gnments	Effec-tive Students	Non-Effec-tive Students			
	No.	No.	%	No.	No.	%	No.	%	
<u>Meetings</u>									
Eng. Language	10	61	38.36	98	61	00	30	45	55.56
Mod. Maths.	10	70	44.03	89	55	97	30	24	60.00
<u>Assignments</u>									
Eng. Language	10	118	74.21	41	25	79	4	56	69.14
Mod. Maths.	10	107	67.30	52	32	70	*	*	*

*

Details of number of written assignments undertaken not available

but the details of this activity were not available. On the other hand, the Accra group attended only 10 face to face meetings in English and Modern Mathematics as against 30 meetings organized for the group at Sekondi-Takoradi.

It would appear from Table III that written assignments were more popular than face to face meetings in both groups. The percentages of effective students recorded for this activity in English Language and Modern Mathematics were 74.21% and 67.30% respectively in Accra, and 69.14% for English Language at Sekondi-Takoradi. These percentages were higher than those recorded for face to face meetings organized in the two subjects, namely, 38.36% and 44.03% in Accra and 55.56% and 60.00% at Sekondi-Takoradi respectively.

End of Year Examination

The experimental and control groups were matched against each other in an end of year examination conducted in English Language and Modern Mathematics. The English Language paper was in three parts.

The first part was made up of letter writing, and students were asked to read two passages and answer objective questions in the second part. The third part also comprised miscellaneous exercises on punctuation, arrangement of words in alphabetical order, correction of sentences and some other exercises. On the other hand, the Modern Mathematics paper covered the following topics: the number system, the metric system, number bases, modular arithmetic, sets, subsets, and the number of elements in a set.

The examination was organized for both groups at their respective centres on the same day. Four secondary school teachers in Modern Mathematics and English Language confirmed on request that the examination papers covered topics normally taught to first year students in the formal school system.

The grades attained by both the experimental and control groups were arranged according to percentile ranks to determine (1) whether or not there was any statistical relationship between the treatment received by either group and the results of the examination; and (2) whether or not either of the two groups attained statistically significant higher ranks than the other.

TABLE IV
DISTRIBUTION OF EXPERIMENTAL AND CONTROL GROUPS ACCORDING TO
PERCENTILE RANKS ATTAINED IN ENGLISH LANGUAGE

Group	N	Percentile Ranks (1)		
		Above P75	Between P75-P25	Below P25
Accra (Experimental Group)	123	34	62	27
Sekondi-Takoradi (Control Group)	53	10	25	18

$$\chi^2_2 = 3.34, p < .05$$

(1) Mann Whitney-U, $p > .05$

Table IV shows that the obtained chi-square of 3.34 was not statistically significant for the English Language paper. On the other hand, a Mann Whitney-U test indicated that one set of ranks was significantly higher than the other. This appears to indicate that although there was no statistical relationship between the type of programme used by members of either group and their performance, the Accra group attained statistically higher ranks than the Sekondi-Takoradi group.

TABLE V
DISTRIBUTION OF EXPERIMENTAL AND CONTROL GROUPS ACCORDING TO
PERCENTILE RANKS ATTAINED IN MODERN MATHEMATICS

Group	N	Percentile Ranks ⁽¹⁾		
		Above P ₇₅	Between P ₇₅ -P ₂₅	Below P ₂₅
Accra (Experimental Group)	108	35	56	17
Sekondi-Takoradi (Control Group)	47	-	26	21

$$\chi^2 = 34.84, p > .01$$

(1) Mann Whitney-U, $p > .01$

Table V shows a marked difference between the distribution of the percentile ranks for both the experimental and control groups in the Modern Mathematics paper. The obtained chi-square of 34.84 and the Mann Whitney-U test on ranking were both statistically significant. This also appears to indicate that in addition to the statistical relationship established between the type of programme used for the teaching of Modern Mathematics, the Accra group attained statistically higher ranks than the Sekondi-Takoradi group.

Written Assignments

The volume and grade point average of written assignments were analysed to determine whether or not there was any relationship between

either or both variable with performance at the examination. The relationship that existed between these variables, however, appeared to be qualitative rather than quantitative. It was also not linear and could not therefore be tested for statistical significance.

TABLE VI
DISTRIBUTION OF EXPERIMENTAL GROUP ACCORDING TO NUMBER OF
WRITTEN ASSIGNMENTS SUBMITTED AND PERCENTILE RANKS ATTAINED
IN ENGLISH LANGUAGE AND MODERN MATHEMATICS

Subject/Percentile Rank	No.	Per Cent	High (7-10)	Medium (4-6)	Low (0-3)
<u>English Language (N=159)</u>					
Above P ₇₅	34	21.39	29	4	1
Between P ₇₅ -P ₂₅	62	38.99	52	9	1
Below P ₂₅	27	16.98	20	5	2
Examination Dropouts	36	22.64	2	6	28
	159	100.00	103 (64.78)	24 (15.09)	32 (20.13)
<u>Modern Mathematics (N=159)</u>					
Above P ₇₅	37	23.27	33	3	1
Between P ₇₅ -P ₂₅	54	33.96	42	12	-
Below P ₂₅	17	10.69	8	5	4
Examination Dropouts	51	32.08	7	13	31
	159	100.00	90 (56.60)	33 (20.75)	36 (22.65)

Table VI shows the distribution of written assignments submitted by the experimental group for both English Language and Modern Mathematics. Two-thirds of the number of written assignments offered was rated 'high' according to the Institute's criterion for effectiveness; the next two thirds were then classified as 'medium' and 'low' respectively. Apart from the examination dropouts in both cases, the pattern for the submission and volume of written assignments appeared to have no relationship with performance at the examination.

A comparative analysis of percentile ranks and grade point average attained in written assignments, however, seemed to indicate

some relationship between performance and end of year examination. It would appear from Table VII therefore that those students whose grade point averages were in the higher ranges also performed better at the examination. This relationship was however not great enough to be tested for statistical significance.

TABLE VII
COMPARATIVE ANALYSIS OF PERCENTILE RANKS AT END OF YEAR
EXAMINATION AND GRADE POINT AVERAGE ATTAINED
IN WRITTEN ASSIGNMENTS

Subject/Grade	Above P75 (N=34)		Between P75-P25 (N=62)		Below P25 (N=27)	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>English Language</u>						
A+	-	-	-	-	-	-
A	11	32.35	3	4.84	-	-
B+	15	44.12	22	35.49	1	3.70
B	4	11.77	25	40.32	3	11.11
C+	3	8.82	8	12.90	14	51.86
C	-	-	3	4.84	7	25.93
D	1	2.94	1	1.61	1	3.70
E	-	-	-	-	-	-
Nil Returns	-	-	-	-	1	3.70
	34	100.00	62	100.00	27	100.00
<u>Modern Mathematics</u>						
A+	5	13.51	2	3.70	-	-
A	9	24.32	13	24.08	2	11.76
B+	14	37.85	15	27.78	2	11.76
B	7	18.92	15	27.78	6	35.30
C+	1	2.70	7	12.96	4	23.54
C	-	-	2	3.70	2	11.76
D	-	-	-	-	-	-
E	1	2.70	-	-	1	5.88
	37	100.00	54	100.00	17	100.00

Face to Face Meetings

The attendance at face to face meetings was analysed to determine which of the two groups attended more meetings. It is important to note, however, that members of the experimental group attended 10 meetings as against 30 by the control group. The variability in

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attendance within each group therefore needs to be considered against this background.

Tables VIII and IX show the distribution of the experimental and control groups respectively according to percentile ranks and attendance at face to face meetings. The Institute's standard of effectiveness was again used to divide the number of meetings attended into thirds of 'high', 'medium' and 'low' respectively. On the basis of this classification, more effective students attended face to face meetings in Modern Mathematics than in English Language among members of the experimental group. The examination dropouts in both cases also appeared to be those students who attended relatively fewer face to face meetings.

TABLE VIII
DISTRIBUTION OF EXPERIMENTAL GROUP ACCORDING TO PERCENTILE
RANKS AT END OF YEAR EXAMINATION AND ATTENDANCE AT
FACE TO FACE MEETINGS

Subject/ Percentile Rank	No.	Per Cent	High (7-10)	Medium (4-6)	Low (0-3)
<u>English Language (N=159)</u>					
Above P75	34	21.39	20	11	3
Between P75-P25	62	38.99	27	24	11
Below P25	27	16.98	11	8	8
Examination Dropouts	36	22.64	2	4	30
	159	100.00	60 (37.74)	47 (29.56)	52 (32.70)
<u>Modern Mathematics (N=159)</u>					
Above P75	37	23.27	32	4	1
Between P75-P25	54	33.96	32	14	8
Below P25	17	10.69	6	4	7
Examination Dropouts	51	32.08	1	13	37
	159	100.00	71 (44.66)	35 (22.01)	53 (33.33)

The incomplete data on the second Modern Mathematics class at Sekondi-Takoradi did not facilitate much comparison. The two Tables

TABLE IX
DISTRIBUTION OF CONTROL GROUP ACCORDING TO PERCENTILE RANKS
AT END OF YEAR EXAMINATION AND ATTENDANCE AT
FACE TO FACE MEETINGS

Subject/ Percentile Rank	No.	Per Cent	High (20-30)	Medium (11-19)	Low (0-10)
<u>English Language (N=72)</u>					
Above P75	10	13.89	6	4	-
Between P75-P25	25	34.72	17	8	-
Below P25	18	25.00	15	2	1
Examination Dropouts	19	26.39	4	11	4
	72	100.00	42 (58.34)	25 (34.72)	5 (6.94)
<u>Modern Mathematics (N=75)</u>					
Above P75	-	-	-	-	-
Between P75-P25	26	34.67	6	*	*
Below P25	21	28.00	5	*	*
Examination Dropouts	28	37.33	13	8	7
	75	100.00	24	8	7

*

Class register for Modern Mathematics class was not available, hence incomplete record

nevertheless provide some additional characteristics about the dropouts in both groups. The percentages of students in this category were higher in both subjects within the control group (26.39% and 37.33%) than within the experimental group (22.64% and 32.08%) in English Language and Modern Mathematics respectively.

Attitudes to Programme Implementation

Two questionnaires were administered to members of both experimental and control groups to ascertain their attitudes to the implementation of the GCE(OL) programme at each centre. A consumer measurement scale developed by Bitter and Goodyear was used to analyse responses to the questionnaires. (Bitter and Goodyear, 1974). Students were asked to express either satisfaction or dissatisfaction

about certain aspects of the organization of the two programmes evaluated. They were asked to check the appropriate points on a Likert-type scale according to their attitudes.

A response was scored -2 if it was extremely negative, -1 for the next point on the negative scale, and 0 for a neutral answer. A +1 and +2 conversely indicated satisfaction progressively on the positive side of the scale. The levels of satisfaction were registered as 'high', 'medium' or 'low' depending upon the degree of satisfaction indicated by each person. The low levels of satisfaction ranged from 0 to +.70; medium levels from +.71 to +1.40 and high levels from +.41 to +2.00. The continuum of satisfaction/dissatisfaction was thus portrayed as follows:

	<u>Dissatisfaction</u>				<u>Satisfaction</u>		
-2	-1.40	-.70	0	+.70	+1.40	+2.00	
	High	Medium	Low	Low	Medium	High	

The mean of the total score for each question was fitted into the continuum to determine the degree of satisfaction or dissatisfaction score for any particular question. The scores for all the questions were also combined to yield a mean score indicating the degree of overall satisfaction or dissatisfaction with the implementation of the GCE(OL) programme at each centre.

Table X shows that the experimental group was more satisfied than the control group with the programme. The mean score of 1.29 for the Accra group fitted into the 'medium' range of the satisfaction end of the continuum whereas that for the Sekondi-Takoradi group fell within the 'low' range of the same end of the continuum.

TABLE X
A COMPARATIVE ANALYSIS OF ATTITUDES OF EXPERIMENTAL AND
CONTROL GROUPS TOWARDS PROGRAMME IMPLEMENTATION
MEAN SCORES OF SATISFACTION SCALES

	Experimental Group (Accra: N=86)	Control Group (Sekondi-Takoradi: N=41)
<u>Written work</u>		
Utility of written assignments	1.76	1.39
Utility of practice exercises	1.71	-
Satisfaction with marking of written assignments	1.23	0.98
<u>Face to Face Meetings</u>		
Generally added to understanding of course	1.41	-
Adequately dealt with questions on written assignments	1.06	-
Class discussions and understanding of English Language course ...	-	1.27
Class discussion and understanding of Modern Mathematics course ...	-	-0.73
<u>English Language course</u>		
How course was generally taught	1.50	1.20
Effectiveness of class sessions and difficulties encountered in studies	-	0.90
Enjoyment of reading supplements to English Language course ...	1.78	-
<u>Modern Mathematics course</u>		
How course was generally taught	1.14	-0.04
Effectiveness of class sessions and difficulties encountered ...	-	-0.73
<u>Part-time Tutors</u>		
General approach to teaching ...	1.07	0.78
<u>End of Year Examination</u>		
Extent to which regarded preparation adequate	1.02	0.15
<u>Time table</u>		
Adequacy of period taken to complete first year's course in English Language	1.28	0.95
Adequacy of period taken to complete first year's course in Modern Mathematics	0.95	0.12
Satisfaction with timetable ...	0.81	0.39
<u>Course Notes</u>		
Adequacy of notes	1.26	
<u>Overall Satisfaction/Dissatisfaction Mean Score:</u>		
	Accra	1.29
	Sekondi-	
	Takoradi	0.63

Questions related to the Modern Mathematics course received low scores (-0.04 and -0.73) with the Sekondi-Takoradi group especially. The scores for whether or not the period taken to complete the first year's course in Modern Mathematics was adequate were also lower within both the experimental and control groups than the scores for similar questions on English Language.

On the other hand, the English Language course received relatively favourable scores within both groups. The scores for the questions on how the subject was generally taught were 'high' (1.50) for Accra and 'medium' (1.30) for Sekondi-Takoradi respectively. English Language also scored 1.28 for the adequacy of the period taken to complete the first year's course within the Accra group, and 0.95 within the Sekondi-Takoradi group.

Students in both experimental and control groups did not appear satisfied with the manner in which their timetables were structured. Satisfaction with the timetable received the lowest score (0.81) with the Accra group while the Sekondi-Takoradi group scored the question 0.39. Students in both groups were also apparently not satisfied with the extent to which they were prepared for the end of year examination. The Sekondi-Takoradi group's score for the question was as low as 0.15 and Accra's score of 1.02 fitted into the 'medium' range of the satisfaction end of the continuum.

Written assignments were scored fairly high. The utility of written assignments per se and practice exercises were scored 'high' (1.76 and 1.71) by the experimental group who were also fairly satisfied with the manner in which the assignments were marked (1.23). The control group were equally fairly satisfied with a score of 1.39 just under the 'high' point at the satisfaction end of the continuum.

An open-ended question included in the questionnaire administered invited suggestions or criticisms for the improvement of the teaching and organization of the GCE(OL) course at both centres. Many of the respondents took advantage of this invitation to either emphasize or elaborate upon previous responses. Tables XI and XII show the analyses of these observations.

TABLE XI
ANALYSIS OF OBSERVATIONS MADE BY EXPERIMENTAL GROUP
RESPONDENTS (N=86)

<u>Nature of Observation</u>	<u>No. of Respondents</u>
(1) Re-organize General Science course ...	17
(2) Organize more face to face meetings ...	17
(3) Organize face to face meetings immediately after submission of written assignments	9
(4) Give more time to Modern Mathematics ...	9
(5) Some part-time tutors cannot express themselves well enough to make us understand them ...	7
(6) Let part-time tutors teach and explain rather than answer questions from written assignments only	7
(7) Part-time tutors need to be punctual ...	6
(8) General Science (Biology) meeting hours were inconvenient	5
(9) Some tutors did a good job. Let them stay with us until the end of our course ...	5
(10) Pace of course is too slow ...	4
(11) Some tutors were impatient and unfriendly	3
(12) Transportation was a problem ...	2

The frequencies of categories of observations made by students appear in both Tables XI and XII in a descending order of importance with regard to the attitudes of students to programme implementation. The dominant issues among members of the experimental group appeared to be the General Science course, the restructuring of face to face meetings, the Modern Mathematics course, and part-time tutors. On

the other hand, the control group seemed to be much concerned with the teaching of the Modern Mathematics course, scarcity of books, the general performance of part-time tutors and a need for a scheme of work to facilitate their studies.

TABLE XII
ANALYSIS OF OBSERVATIONS MADE BY CONTROL GROUP
RESPONDENTS (N=41)

<u>Nature of Observations</u>	<u>No. of Respondents</u>
(1) The Modern Mathematics course was not properly organized	18
(2) Scarcity of books was a major problem ...	14
(3) The English Language tutor did a good job	11
(4) Some of the part-time tutors lacked teaching skills and experience	11
(5) Provide students with a scheme of work for them to know ground to be covered within any specified period	8
(6) Part-time tutors need to be punctual ...	6
(7) Relieve Modern Mathematics tutor of his post	6
(8) Increase number of periods allocated for each subject	3
(9) Part-time tutors must exercise patience with students	3
(10) Transportation was a problem; organize transport for us	3
(11) The English Language course was not properly organized	2
(12) The Modern Mathematics tutor was all right	2

The General Science course which was made up of face to face meetings only for the experimental group was much criticized. Suggestions for improvement included the following: (1) a change in the hours for face to face meetings which were sometimes held between 4-5 p.m. (2) the supply of reading material; and (3) a new approach by part-time tutors to facilitate understanding. The Accra group also asked for more face to face meetings as well as a restructuring of the

timetable such that written assignments would be discussed soon after submission.

Some respondents from Accra observed bluntly that they needed more time for Modern Mathematics because they found the subject difficult. On the other hand, the teaching and organization of the Modern Mathematics course was the major concern of the Sekondi-Takoradi group. Some of the members of this group stated that the course was not properly organized and their disappointment with part-time tutors was mainly centred upon their tutors in that subject. As indicated in Table XII some of them demanded that their tutor be relieved of his appointment. Criticism of the performance of part-time tutors included lack of teaching experience, failure to be punctual, unfriendliness and impatience with students. Members of both groups appeared to be very critical of their tutors. There were, however, some positive remarks as well on the work of part-time tutors. Some members of the experimental group were so pleased with their tutors they wished to remain in their classes until the end of the course. It will also be observed from Table XI that as many as 11 members of the control group specifically indicated their appreciation of how their English Language tutor taught the subject.

FINAL EXAMINATION RESULTS

The Grading System

The GCE(OL) Integrated Course was designed as a three year course as against the course at Sekondi-Takoradi which was organized for four years. Students were offered English Language and Modern Mathematics in the first year. And in the second year Economics

and Principles of Accounts were added. The General Science course was also available if the student so desired to add it to the four subjects. The pioneers of the course in the experimental group were therefore registered for the West African Examination Council's GCE(OL) Examination in May/June, 1983 while their counterparts in the control group were registered for the 1984 examination in May/June, 1984.

Attainment in a subject at the Examination is indicated by a grade. Grade 1 is the highest and Grade 9, the lowest. Grades 1, 2 and 3 are Excellent, Very Good and Good respectively. Grades 3,4,5 and 6 are categorized as Credits. Grade 6 is, in fact, the minimum standard needed to satisfy university entrance requirements. Grades 7 and 8 are passes, and Grade 9 is Fail. Tables XIII and XIV indicate the examination results of both experimental and control groups.

TABLE XIII
WAEC MAY/JUNE 1983 GCE(OL) EXAMINATION RESULTS
FOR EXPERIMENTAL GROUP SHOWING GRADE RANGE

Grade Range	English Language		Modern Mathematics		Economics		Accounts	
	No.	%	No.	%	No.	%	No.	%
1-6	10	29	2	6	4	12	7	24
7-8	9	26	7	21	8	24	6	21
9	16	45	25	73	22	64	16	55
	35	100	34	100	34	100	29	100

TABLE XIV
WAEC MAY/JUNE 1984 GCE(OL) EXAMINATION RESULTS
FOR CONTROL GROUP SHOWING GRADE RANGE

Grade Range	English Language		Modern Mathematics		Economics		Accounts	
	No.	%	No.	%	No.	%	No.	%
1-6	1	17	1	17	--	--	--	--
7-8	3	50	1	17	1	17	1	17
9	2	33	4	66	5	83	3	75
	6	100	6	100	6	100	4	100

Credit Achievement Rates

A higher percentage of credits in the 1-6 grade range was recorded by the experimental group, namely, 29% against 17% for the control group. Again, the Accra group recorded passes in this grade range for Economics and Principles of Accounts while Sekondi-Takoradi had no passes in this category. Modern Mathematics appeared to be a problem subject in both groups. The percentages of failures were 73% and 66% for both experimental and control groups respectively. And the failure rate for Economics and Principles of Accounts was much higher with the control group.

TABLE XV
CREDIT ACHIEVEMENT RATE IN
EXPERIMENTAL AND CONTROL GROUPS

No. of Credits Obtained				Accra (N=37)		Sekondi- Takoradi (N=7)	
				No.	%	No.	%
4	...	...	...	1	2.70	-	-
3	...	...	...	1	2.70	-	-
2	...	...	...	3	8.11	-	-
1	...	...	...	10	27.03	2	28.57

Either a pass or a credit at the GCE Examination, especially in English Language, greatly enhances a worker's chances for promotion. It appears therefore that at least some 19 members of the experimental group as against 4 members of the control group were enabled to benefit in this direction.

IMPLICATIONS, CONCLUSIONS AND RECOMMENDATIONS

It would appear from both the interim evaluation and the final examination results that the credibility of the GCE(OL) Integrated course has been firmly established.

The statistically higher percentile ranks attained by the Accra group in both English Language and Modern Mathematics at the end of year examination in 1981 seems to be reflected in the Final Year Examination results in both 1983 and 1984 (See Tables XIII, XIV and XV). It may therefore be concluded that the treatment given to the experimental group was more qualitative than that received by the control group.

The qualitative superiority of the GCE(OL) Integrated Course also appeared to have manifested itself very early in the programme. For example, at the interim evaluation of the programme, some kind of relationship was established between grade point average and achievement at the end of year examination rather than with either the number of written assignments undertaken and face to face meetings attended. And this early realization of the programme's quality was reflected in the credit achievement rate in the experimental group (See Table XV).

It would appear that compared with the conventional programme at Sekondi-Takoradi, the GCE(OL) Integrated course was able to accommodate problems such as lack of books and schemes of work which appeared to be major constraints for members of the control group. It might even be conjectured that members of the experimental group compared the teaching methods of the new programme with that for the General Science course which was taught in the conventional mode, hence their very critical observations about that course.

It seems nevertheless important to be cautious about the implications of the foregoing observations for a variety of reasons. First, it appears from the observations made by members of the control group at the interim evaluation that the English Language programme had a formidable competitor in the person of the part-time Tutor at Sekondi-Takoradi. On the one hand, the remarkable statistical relationship between the performance of the Accra group and the programme in Modern Mathematics also had in the background a part-time Tutor who appeared from all indications to have performed below expectation at Sekondi-Takoradi. Given the validity of these observations it would seem that the part-time Tutor is a very important variable in these programmes. Moreover, on the basis of the Institute's traditional measure of effectiveness, the control group had more effective students than the experimental group in both written assignments and face to face meetings during the first year's evaluation. It is also important, however, to read this observation against the disparity in the numbers of both learning activities for the two groups.

The critical remarks by members of both groups about part-time Tutors also seem to indicate a serious shortcoming in class organization. Part-time staff development in the Institute continues to comprise sporadic arrangements. And the time seems to have come for a well structured training programme which would be organized as part of the normal business of the Institute. The fact needs to be recognized, however, that there is a limit to what part-time Tutors may contribute to teaching programmes since a vast majority of them will continue to be non-professionals. It seems reasonable therefore to provide them with the necessary framework within which they could operate effectively.

For example, the General Science course which received much criticism has been restructured with a detailed scheme of work, reading material and lesson plans. It is hoped that this would provide a basis for effective teaching expected of tutors who may not otherwise be in a position to organize their teaching in this fashion for one reason or another. The lapses identified in the foregoing may have contributed to the perception of inadequate preparation especially among members of the control group as compared with the experimental group.

The criticism of the Accra group concerning the schedule for face to face meetings which were not well synchronized with written assignments was found to be valid. New lessons were sometimes discussed when written assignments for previous lessons had not yet completed the cycle to be in readiness for discussion. Moreover, the programmed nature of the GCE(OL) Integrated course appears to favour the student who is able to keep pace with the system. It therefore seemed to operate to the disadvantage of the slow learner or student who was below average. In these circumstances, it was found necessary to restructure the timetable to provide for more face to face meetings. Each lesson therefore now has two face to face meetings: the first meeting is used to introduce the lesson, and the second meeting is used to discuss the lesson's written assignment. A lesson is therefore completely disposed of after two face to face meetings.

Two main schools of thought appear to characterize the various studies which have been conducted into how to maximize tutor-learner interaction in learning situations. The first may be identified with what is the best method or technique for instruction. And the second, the conditions and situations under which available methods

or techniques are most effective.

As articulated by Palmer and Verner, a majority of these studies have identified the lecture method as equal or better than other methods or techniques in terms of immediate recall. And this is the main activity associated with the conventional mode of teaching at face to face meetings. It has also been observed, however, that in most adult education activities immediate recall is less important than sustained learning. The lecture method is therefore less desirable in such programmes. It is nevertheless conceded that where the programme is examinable and qualificatory, it would seem more desirable to use the lecture because of its superiority in immediate recall (Palmer and Verner, 1965).

The second school of thought whose adherents may be described as situational or contingency theorists, however, advocate that the superiority of one method or technique is more a factor of the relationship of the learner to the technique rather than a factor inherent in the technique itself. And this relationship would therefore be particularly identified in terms of the individual's situation (Hall and Cushing, 1947). In fact, it has been argued by Spence that the question of comparative efficiency among techniques is of less importance than determining situations under which a particular technique or method is more efficient (Spence, 1928).

The observations made about the part-time Tutors in English Language and Modern Mathematics at Sekondi-Takoradi and Accra respectively, for example, seem to lend some credibility to the foregoing argument. Moreover, given the validity of these conclusions, it would appear that there is a need for the Institute of Adult Education to organize systematic programmes for part-time Tutors in

place of the current sporadic arrangements for this type of activity. As a previous survey has indicated, very few part-time Tutors attend these courses in any case because they want to discuss and exchange ideas rather than be lectured on how to teach and the theories of psychology (Neilson et al, 1970).

These observations notwithstanding, the constraints that characterize part-time studies in developing countries such as Ghana appear to call for teaching methods or techniques which are qualitative to maximize tutor-student interaction. And the attitudes of both the experimental and control groups to programme implementation seem to support this assertion in their own particular ways.

The issues that dominated the observations of the control group appeared to have been accommodated by the treatment given to the experimental group. For example, scarcity of books was not mentioned by the Accra group because of the comprehensiveness of their course notes. The Sekondi-Takoradi group also called for schemes of work which appeared to suggest an ill-structured programme. Again, the nature of the programme in Accra was such that students were fully aware of the scheme of things. As observed earlier, however, the adverse comments by the Accra group about the General Science course appeared to indicate a comparison with the treatment they received under the GCE(OL) Integrated course. The concern about the limited time at the disposal of both groups also appears to demonstrate a need for qualitative rather than quantitative treatment.

It would appear from the findings of the evaluation that although the results of the experimental group were not spectacular, the GCE(OL) Integrated course is a qualitatively superior teaching method and therefore needs to be adopted for the Institute's centres throughout

the country.

The qualitative superiority of the GCE(OL) Integrated course was demonstrated in the statistically higher percentile ranks attained by the Accra group in both English Language and Modern Mathematics at the end of year examination in 1981. And this superiority was also reflected in the Final Year Examination results in both 1983 and 1984. In fact, as indicated during the interim evaluation, some kind of relationship was established between grade point average and achievement among the experimental group rather than with either the number of written assignments undertaken and face to face meetings attended.

The failure to establish a relationship with either of these variables appeared to indicate that the course notes constituted an important variable which was not covered by the evaluation. The degree of comprehensiveness and a content analysis of the course notes vis a vis the GCE(OL) syllabus are therefore recommended for further study.

This evaluation did not also cover relationships that might have existed between the apparent high drop-out rates in both experimental and control groups, and the nature of the treatment given to members of both groups. The phenomenon is therefore worthy of further study.

The higher drop-out rate identified with the control group nevertheless appears to suggest that the new course was able to mitigate the unusually high drop-out rate that seems to characterize such adult education activities. It would appear that this finding also further strengthens the credibility of the GCE(OL) Integrated course.

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(Appendices available from author.)

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name R. JEE K. ANSERE Phone number —
Organization du Institute of Adult Education
Street Address University of Ghana
City or Town P.O. Box 31 State or Province Legon
Nation Ghana

2. Check whether this case is based on

(☒) an actual program

(☐) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Ghana Modular Programme

4. Write the type of program, from Section III of the project plan, in which

the program best fits (such as A. Literacy, B. Agriculture, C. Workers,

etc). Professional, other

5. Type of organization with which the case program is associated (such as

Ministry of Agriculture, local school, labor union, university, or clinic).

Ministry of Education

6. Basic characteristics of service area

A. 239460 sq. k. 10 meters geographic size (such as square miles or kilometers)

B. 12 million population (number of people living in area)

C. 400 per urban/rural (density of population)

2.5 sq. Kilometers

GHANA TRAINS TEACHERS BY DISTANCE EDUCATION METHOD

BY DR. JOE K. ANSERE

1. Introduction

In 1981, some 700 pupil teachers entered what the country chose to call the Modular Programme to begin a training programme that would make them qualified teachers. They did this as an alternative to entering the conventional Teacher Training Colleges for the purpose.

What is the nature of the programme? What is its scope? How is it administered? How are students organised to receive instruction? What problems have so far arisen in the organisation of the programme, and what are the promoters doing to overcome these problems? Finally, what is the future of the programme, and what lessons can we derive from the experience? The purpose of this paper is to provide answers to these questions. It is hoped that the data that will be furnished in the process will be a useful addition to the information gathered and continues to be gathered on the development of Distance Education in Africa.

2. The Nature of the Modular Programme

The Modular Programme is a distance education programme insofar as it uses written instructional materials as the main

means of teaching. The instructional materials are divided into modules. A module is designed to support three class-hours of face-to-face teaching plus at least one hour individualised work. Each module is devoted to an identifiable topic in a subject. Although the modular course is divided into modules, all parts are linked together in such a way that the student can view the subject as a whole and can learn it in a sequential order.

The Modular Programme is designed to cover the same content as the conventional teacher training programme. This is made possible by two main factors. One is that the two programmes are based upon the same syllabus, and the other is that the modular students employ for their reading the same textbooks as those used by the students in the residential teacher training colleges. The only difference that one may find between the two programmes is in the manner they prepare students for the final qualification. The conventional system requires students to go into residence and study full time under the feet of personal tutors while the Modular Programme allows persons to learn on their own and on part-time basis while still teaching and living at home.

It is necessary to understand that the Modular Programme, as at present organised, is an integral part of the conventional teacher training programme rather than a separate entity by itself. It covers the first two years of the present four-year teacher training course. At the end of the two-year Modular Programme, the trainees are expected to join the internal students in the residential teacher training colleges for the remainder of the 4-year course. Two reasons have been adduced by the

organisers for this arrangement. One is that by joining together, the modular students and the internal students can undertake their teaching practice in the same way. The other reason is that, as of now, not all the modules have been written to allow for the students to do all their training by that method. The modular students therefore do their courses partly as external students and partly as internal students.

3. Scope of the Modular Programme

The scope of the Modular Programme is reflected in three important areas of the programme, namely in the area of the clientele the programme serves, in the subjects it offers, and in the media it employs in delivering instruction. The Modular Programme is designed for persons who are already employed in the teaching profession but who did not receive training before doing so. These are designated as pupil teachers, and are normally middle-school leavers who are either unable to pursue the more academic programmes in secondary schools or who have been chosen to make a career of the teaching profession. Available statistics show that there are approximately 80,000 teachers in the system, and that as many as 40,000, that is at least 50% of them are untrained. This is a serious situation especially when viewed in relation to the damage it could do to the quality of teaching in the first cycle institutions.

The Government of Ghana may have chosen this mode of training pupil teachers because of its comparative cost advantage. It is reckoned by the organisers of the Modular Programme that it costs

about half as much to train a teacher by the Modular Programme as to do so by the conventional classroom method. This is in addition to the economic advantage gained from the continued employment of the teachers while undergoing training. As it can be appreciated, the pupil teachers continue to contribute to the economy by working and paying taxes while at the same time they are studying.

Only three subjects have had modules written for them. These are English Language, Mathematics, and Education. There are as yet no courses in Curriculum Development, Educational Administration, and in the teaching of Sciences. Some of these subjects are organised informally at the local level to conform as closely as possible to the regular syllabus, but these are organised more as enrichment programmes than as part of the formal course.

The media used in delivering the programme consist of the written instructional material and some face-to-face meetings. No attempt has as yet been made, and perhaps not for the foreseeable future, to utilise electronic media such as radio, television, video and cassette tapes for the programme.

Paucity of funds and staff may have been responsible for the limitation of the scope of the programme to this extent. It may however be true to ascribe the action to a somewhat deliberate policy on the part of the organisers to keep the scale of the programme low so that they would have the opportunity of learning from small beginnings. This incidentally was the approach that was adopted by the Institute of Adult Education when it set up the Correspondence Education Programme in 1970.

4. The Administrative Structure of the Modular Programme

There are two main types of administrative structure for distance education programmes in the world. Some distance education programmes are administered as distinct units by themselves while others are administered as parts of more broadly based organisations. The Ghanaian Modular Programme falls into the latter category. It is a subunit of the Teacher Education Division of the Ghana Education Service.

While the administrative structure into which the Modular Programme falls helps to dovetail the programme into the overall programmes of the Ghana Education Service (GES), it nevertheless has some adverse effects. Being a subunit of the Teacher Education Division (TED), the Modular Programme cannot on its own take final decisions on matters and readily carry them out.

The head has to refer his recommendations to the Director of the TED who in turn has to wait for the approval of the Director-General of the GES before anything can be done. This situation is bad enough for an organisation whose staff are all local. It is worse when some of the staff especially the higher echelons of the staff come from external sources as is the case with the staff of the Modular Programme. The Modular Programme is assisted in funds by the British Overseas Development Administration, and in personnel by the British Council. These external donors have a specific objective to achieve and to do so within a specified time frame.

To be able to work within the prescribed schedule, they need to have a reasonable amount of freedom to take decisions and sufficient resources with which to carry out the decisions. The absence of these facilities is bound to have a debilitating effect on the work of the unit.

5. Organisation of the Modular Programme

By organisation is meant the way and manner in which the students are organised to receive instruction. There are two ways in which the students undertake their learning. One way is by self-instruction and the other is by face-to-face instruction. Both methods are considered important in the scheme of things of the Modular Programme.

As has been mentioned earlier on, the written instructional materials are produced in units and modules. These are sent one after the other, rather than in bulk, to the students via their vacation course centres and district offices. The student is required to study the material individually with little or no consultation with his fellow students or tutor except when he attends residential meetings. After studying the materials, he responds to the assignment/s which are included in the module.

The other way in which the students are organised to receive instruction is by face-to-face meetings. There are two types of meetings, namely, Cluster Group Sessions and Vacation Sessions. Both are residential, but while the former type of session can be held during term times and at the district level, the latter are usually held during vacations and at the regional level. The

Cluster Group Sessions are of 3 days' duration and occur twice termly while the vacation courses (three in number) last 15 and 30 days respectively.

Attendance at these residential face-to-face meetings is considered an essential component of the Modular Programme, and a student must have a satisfactory attendance record to complete the course. This is in contrast to the practice in the United Kingdom Open University where the instructional material is regarded the main means of instruction with the face-to-face residential settings serving only as a complement.

6. Problems Confronting the Modular Programme

One problem that confronts the organisers of the programme is how to satisfy the great demand of untrained teachers for training. Open learning systems, an example of which the Modular Programme is, connote in the minds of potential clientele the absence of restrictions on admission. The great number of pupil teachers in the country's educational system felt that there would be places for all those who wanted to take advantage of the modular programme when it was established. They therefore were disappointed when, due to insufficiency of resources, the programme could take only some rather than all of the pupil teachers who showed the desire and capacity to take advantage of the facility.

Closely related to the problem of limited capacity is the problem of how to select people for the programme. Should people be selected on the basis of length of service or on a record of good work and conduct? If one of these criteria is used, and it

happens that there are still more people than the programme can admit, what other criteria should be used to further select the people for the programme? Unfortunately, the organisers of the Modular Programme have not as yet been able to solve this problem.

The spatial distribution of the students and tutors also poses problems for the organisation of the programme. Students and tutors are scattered all over the country, and this makes it difficult for the organisers to supervise their work adequately. The lack of decentralisation of the organisation makes the situation worse. The programme is largely administered by the rather small staff located in Accra. There is an attempt to decentralise the organisation, but this has happened only in respect of the residential face-to-face meetings. The other aspects of the work remain largely unaffected by the decentralisation process. The despatch of study materials to students as well as the processing of students' records are done mostly at the centre.

Distance education institutions like the U.K. Open University and the National Teachers' Institute in Nigeria have solved this problem by setting up regional and district offices for the programme and have equipped them with human, financial and material resources to enable them to do their work. A similar arrangement could help improve the work of the Ghanaian program. The Ghana Education Service, to which the Modular Programme belongs, has decentralised offices in the regions and districts. All that the Modular Programme has to do is to assign some of their duties to

these offices, and as much as possible equip them with resources to enable them to perform these duties.

It is not sufficient to wait till the students attend the residential meetings at their regional and district centres before involving the decentralised offices of the Ghana Education Service in the work. A lot of damage will have been done by the time students and tutors reach the centres for the face-to-face meetings. In any case, the organisation of the meetings themselves leaves very much to be desired. Attempts are made to make the arrangements at these regional and district meetings uniform as if all regional and district centres are the same, and as if the problems the students face are the same all over the country. Besides, not much effort has yet been made to use nonprint media in the organisation of the sessions. The concentration of students at these centres should have afforded the organisers ample opportunity to use electronic media.

And as the English Language Adviser commented,

In most districts, the cluster tutors are different from the residential tutors. This has led to problems of repetition of work and work being omitted.

This last problem has arisen mainly because not all the units and modules have been written, and because of this noncompletion, no Tutor's Manual has been produced. A Tutor's Manual can guide the tutor as to how to teach by distance method. A Tutor's Manual can also point to parts of the module which are likely to lead to misunderstanding, and advise how this can be avoided. Without

such a guide therefore, it can be imagined how different tutors have been handling their students both at the point where they mark and grade the students' work and at the point where they teach the students at the residential face-to-face meetings.

We have already alluded to the problem of the noncompletion of the modules. Why has this problem arisen? The major reason, to the mind of the author, is the decision of the programme organisers to admit students while the writing of the modules is still going on. The simultaneous handling of the two tasks has imposed a great deal of strain on the organisation of the programme. Distance education institutions which are well endowed with human, financial and material resources have been able to handle these tasks simultaneously without allowing any hindrances to occur in any of the processes. Institutions which are not as well placed have found it extremely difficult to handle the two tasks successfully. The Ghanaian Modular Programme has found the handling of these tasks particularly demanding on account of its slender resource base.

Yet another problem facing the programme is that the execution of the programme has tended to depend too heavily upon external support. This is not to decry external aid, but to point to the dangers that may occur if proper arrangements are not made to involve local staff in the administration of the programme. It is observed that the external advisers assigned to the programme are doing most of the work and that there is very little evidence of the involvement of indigenous staff. The effective heads of the programme are External Advisers, and the nearest local staff to

them is a Clerical Assistant. Some senior members of the Ghana Education Service are involved in course-writing and tutoring, but these are not directly involved in the administration of the programme. The Acting Director of the Teacher Education Division who carries the overall responsibility for teacher education cannot be said to be directly involved in the administration and organisation of the programme. The highest she can go in getting involved is to make herself available for consultation about policies and about problems that arise from the implementation of the policies. This situation is detrimental to the continuity of the programme, for in the event of the termination of the external aid, there will hardly be any indigenous staff who would have acquired the necessary expertise to take over. The solution to this problem is to find local personnel who have the requisite attitude and capacity and make them understudy the foreign experts. Such local personnel must be of sufficiently high status in order to maintain the prestige that the external experts may have brought to the programme.

7. The Future of the Modular Programme

The future of any programme depends not only on its intrinsic value but more concretely upon the resources that it has to make it work. The Modular Programme has so far sustained itself as a result of the support it has received from the British Government in the form of personnel, funds, software and hardware. Without this support, it is doubtful whether the programme could have continued in existence. The sheer economic straits into which the

whole nation was plunged in the early eighties would have made it impossible for the Government of Ghana to establish and run the programme on its own. Indeed, it is reasonable to state that the country will not be able to support the programme all by itself in the foreseeable future. This means that for the programme to continue even on its present modest scale, foreign support is necessary.

At the moment, the organisers are hard put to maintaining the present scale of operation. This means that they will find it more difficult to undertake any expansion in the programme. It appears that, with their present resource endowment, the organisers will not be able to cover any other subjects than the three already embarked upon. They may not be able to extend distance teaching to the remaining two years of the teacher training programme. And it is hard to believe that they can employ any other media apart from those now being used. Finally, they may not be able to mount the distance education programme which has been envisaged for persons with secondary education who want to train as teachers.

One lesson we can draw from the Ghanaian experience is that it is perhaps advisable to complete the writing of the courses before advertising them and before admitting students. The simultaneous handling of these two tasks as has been shown in the Ghanaian case and in many other cases in Africa poses a lot of problems for the programme. It strains the resources of the organisation, especially where the resources are slender. Neither of the two tasks gets efficiently executed, and this may engender

a lot of frustration among the students who may wait endlessly for instructional materials. Many other aspects of the programme get neglected, especially student support services. The cumulative effect of all this is that people lose confidence in the programme, and this may cause the demise of the programme.

It is hoped that the organisers of the Ghanaian Modular Programme will do everything to prevent this situation from occurring. What they have to do is to consolidate what they have already achieved or developed. They will do well to finish off the writing of the three courses already started, improve the organisation of the residential face-to-face meetings, and strengthen the administrative machinery, especially in the area of student support services.

In conclusion, it may be suggested that a full-scale evaluation should be conducted to review what has been done and what is to be done in the future. The full-scale enquiry should cover not only the work of the organisers but the position of the students as well as their tutors.

Lagon, Ghana

10.12.86

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A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF
EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

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Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

- A. Purposes of project: to prepare a report that will enable adult educators around the world:
1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
 2. understand ways in which such programs function in the society in which they occur.
 3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.
- B. The basic method of the project is in two parts, descriptive and analytic.
1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
 2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
 - a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
 - b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
 3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
 4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that function under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

- A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.
- B. Outcomes
 - 1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
 - 2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).
- C. Process
 - 1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
 - 2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
 4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).
- D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
 2. Needs (indication that a problem or educational need existed that the program should address)
 3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
 4. Content (major subject matter fields)
 5. Finances (money and in-kind support from any source)
 To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
 6. Facilities, equipment, materials
 7. Other (including feedback regarding outcomes that influence inputs and process)
- E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.
- F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
 2. Negative influences that hinder or make it difficult for the program to be effective.
- G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.